

Abstract

The title: Suitability of integration of individuals with pervasive developmental disorder

The aim: The aim of this thesis is to establish whether it is suitable to integrate individuals with pervasive developmental disorder into a mainstream setting

Methods: To elicit the suitability of a possible inclusion of 20 children (boys and girls aged 7 to 15) with pervasive developmental disorder (PDD), two sets of questions and a free interview were used. The sets of questions focused on problematic areas specific to individuals with pervasive developmental disorder, such as difficulties in communication, social interaction and imagination. A free interview supplemented the set of questions aimed at educators.

Results: The results of the research showed that our sample group of children with PDD would not be suitable for integration with regard to problems with communication, social interaction and imagination. The inclusion is impossible in cases of 30% of individuals, who suffer from selective mutism. These children do not communicate nor co-operate with their educators during the lessons. However, 70% of individuals with PDD could be possibly integrated. Nevertheless, these pupils do not keep up with their non-disabled peers as for the speech content.

Regarding to social interaction, the results are clear. 35% of children with PDD do not make contact with their peers. If they interact, it is only on rare occasions (60%). Our conclusions are supported by the research results, which show that 80% of pupils with PDD lack empathy and 40% show aggressive behaviour towards other people. Medication is used to address these problems in cases of 75% of these children.

As for the imagination we discovered that about 35% of individuals with PDD show repetitive behavioural patterns and unusual or even obsessive interests on a daily basis. This kind of behaviour tends to be so intensive that it becomes socially unacceptable.

The attitudes of educators, parents and guardians towards the integration of children with PDD are nearly identical. Most respondents do not support the idea of integration. They believe the inclusion would not be contributory to the progress of the children with PDD and the whole process of inclusion would be too complicated.

Key words: Psychogenic disorder, stereotypical behaviour, communication disorder, secondary socialization, imagination disability